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ABSTRACT

The purpose of this report is to examine the expectations and satisfactions of students at the secondary and post-secondary levels in traditional public schools, vocational centers, and in a community college. Differences in expectations and satisfactions are noted among and within these groups: (1) students enrolled at different schools, (2) parents of these groups of students, and (3) parents and students. Questionnaires for parents and students were used to gather data, which were analyzed by percentages and presented by means of tables. The most limiting factor in the study was restriction of the number of participating schools to ten. A consensus was revealed among parents and students concerning 16 broad educational goals and the importance of vocational programs. Vocational goals mattered more to vocational students and their parents. Satisfaction with the schools' performances varied widely, with the vocational and junior high school students and their parents being generally more satisfied than their counterparts in the traditional high school. Improved vocational guidance, physical facilities, and classroom activities are needed at the high school level to provide adequate programs. This document is related to four others, available as VT 019 460-VT 019 462 and VT 019 464. (AG)

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VOL. 4

ED 074225

EXPECTATIONS AND SATISFACTIONS OF PARENTS AND STUDENTS WITH VOCATIONAL–TECHNICAL EDUCATION

Statewide Evaluation of
Vocational–Technical Education in Florida
Richard H. P. Kraft, Project Director

FLORIDA STATE UNIVERSITY
1972

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EXPECTATIONS AND SATISFACTIONS OF PARENTS AND STUDENTS WITH VOCATIONAL–TECHNICAL EDUCATION

Gordon S. Purrington

Statewide Evaluation of
Vocational–Technical Education
Richard H. P. Kraft, Project Director

THE FLORIDA STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
1972

THE FLORIDA STATE UNIVERSITY

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DEPARTMENT OF EDUCATIONAL ADMINISTRATION

COLLEGE OF EDUCATION

July 19, 1972

Mr. John H. Hinman, Chairman
Florida State Advisory Council
on Vocational & Technical Education
Suite 752 - Tallahassee Bank & Trust
Tallahassee, Florida 32304

Dear Mr. Hinman:

The Study Group for Florida Statewide Evaluation of Vocational-Technical Education submits to you the following evaluation reports on Vocational-Technical Education in Florida for the school year 1971-72:

1. An Assessment of Goals and Priorities in Florida's State Plan for Vocational-Technical Education

2. Benefit-Cost Comparison of Vocational Education Programs

3. The Role of Florida Vocational-Technical Education in Providing Services for the Handicapped

4. Expectations and Satisfactions of Parents and Students with Vocational-Technical Education

5. Continued Evaluation of a Management Information System for Vocational-Technical Education

It is our hope that these reports will be helpful to all who are concerned with strengthening the State's comprehensive system of vocational-technical education.

Respectfully,

Richard H. P. Kraft

Richard H. P. Kraft
Associate Professor

RHPK/nm

TABLE OF CONTENTS

Chapter

I. INTRODUCTION 1

The Problem
Procedures
Sample selection
Research instrument
Collection of data
Treatment of data

II. ANALYSIS OF THE DATA 7

Expectations of Students
Expectations of Parents
Comparison of Expectations of Students and Parents
Satisfactions of Students
Satisfactions of Parents
Comparison of Satisfactions of Students and Parents

III. SUMMARY 51

Some Final Comments

APPENDIX 54

LIST OF TABLES

Table		Page
1.	Group Response Rates on the Questionnaire	5
2.	The Importance of the Sixteen Tasks of Public Education as Rated by Vocational-Technical Center, High School, Junior High School, and Community College Students	8
3.	A Comparison of the Ratings of Vocational-Technical Center and High School Students on the Importance of the Sixteen Tasks of Public Education	10
4.	A Comparison of the Vocational-Technical Center and Junior High School Students' Ratings of the Importance of the Sixteen Tasks of Public Education	11
5.	A Comparison of Vocational-Technical Center and Community College Students' Ratings of the Importance of the Sixteen Tasks of Public Education	13
6.	A Comparison of the High School and Junior High School Students' Ratings of the Importance of the Sixteen Tasks of Public Education	14
7.	A Comparison of the High School and Community College Students' Ratings of the Importance of the Sixteen Tasks of Public Education	15
8.	A Comparison of Junior High School and Community College Students' Ratings of the Importance of the Sixteen Tasks of Public Education	17
9.	The Importance of the Sixteen Tasks of Public Education as Rated by the Parents of Vocational-Technical Center, High School, and Junior High School Students	18

10. A Comparison of the Ratings of Parents of Vocational-Technical Center and High School Students on the Importance of the Sixteen Tasks of Public Education 20

11. A Comparison of the Ratings of Parents of Vocational-Technical Center and Junior High School Students on the Importance of the Sixteen Tasks of Public Education 21

12. A Comparison of the High School and Junior High School Parents' Ratings of the Importance of the Sixteen Tasks of Public Education 22

13. A Comparison of the Vocational-Technical Center Students' and their Parents' Ratings of the Importance of the Sixteen Tasks of Public Education 24

14. A Comparison of the High School Students' and Their Parents' Ratings of the Importance of the Sixteen Tasks of Public Education 25

15. A Comparison of the Junior High School Students' and their Parents' Ratings of the Importance of the Sixteen Tasts of Public Education 26

16. Percentage Ratings of the Satisfactions of Vocational-Technical Center, High School, Junior High School, and Community College Students with the Schools' Performances on the Sixteen Tasks of Public Education 28

17. Percentage Ratings of the Satisfactions of Vocational-Technical Center, High School, Junior High School, and Community College Students with Their Schools' Vocational Education Program 29

18. A Comparison of the Satisfactions of Vocational-Technical Center and High School Students with their Schools' Performances on the Sixteen Tasks of Public Education and with the Schools' Vocational Program 32

19. A Comparison of the Satisfactions of Vocational-Technical Center and Junior High School Students with their Schools' Performances on the Sixteen Tasks of Public Education and the Schools' Vocational Program 33

20. A Comparison of the Vocational-Technical Center and Community College Students' Satisfactions with their Schools' Performances on the Sixteen Tasks of Public Education and the Schools' Vocational Program 35

21. A Comparison of the Satisfactions of High School and Junior High School Students with their Schools' Performances on the Sixteen Tasks of Public Education and the Schools' Vocational Program 36

22. A Comparison of the Satisfactions of High School and Community College Students with their Schools' Performances on the Sixteen Tasks of Public Education and the Schools' Vocational Program 37

23. A Comparison of the Satisfactions of Junior High School and Community College Students with their Schools' Performances on the Sixteen Tasks of Public Education and with their Schools' Vocational Program 39

24. Percentage Ratings of the Satisfactions of Parents of Vocational-Technical Center, High School, and Junior High School Students with the Schools' Performances on the Sixteen Tasks of Public Education 40

25. Percentage Ratings of the Satisfactions of Parents of Vocational-Technical Center, High School, and Junior High School Students with the Schools' Vocational Education Program 41

26. A Comparison of the Satisfactions of Parents of Vocational-Technical Center and High School Students with the Schools' Performances on the Sixteen Tasks of Public Education and the Schools' Vocational Program 43

27. A Comparison of the Satisfactions of Parents of Vocational-Technical Center and Junior High School Students with the Schools' Performances on the Sixteen Tasks of Public Education and the Schools' Vocational Programs 45

28. A Comparison of the Satisfactions of Parents of High School and Junior High School Students with the Schools' Performances on the Sixteen Tasks of Education and the Schools' Vocational Program 46

29. A Comparison of the Satisfactions of Vocational-Technical Center Students and their Parents with the Schools' Performances on the Sixteen Tasks of Public Education and the Vocational Program of the School 47

30. A Comparison of the Satisfactions of High School Students and their Parents with the Schools' Performance on the Sixteen Tasks of Public Education and the Vocational Program of the School 49

31. A Comparison of the Satisfactions of Junior High School Students and their Parents with the Schools' Performances on the Sixteen Tasks of Public Education and the Vocational Program of the Schools 50

I

INTRODUCTION

The perceptions and attitudes of parents and students toward schools have important implications for educational programs. Both parents and students are demanding that their views be included in the educational decision-making processes which affect them, and while there may be general agreement among students, parents, and educators concerning the tasks which schools should perform, the priorities which each assigns to them may differ. There is some evidence to suggest that these differences have contributed to the growing unrest and protests of students and parents toward public schools. This report represents an effort to better understand the perceptions of students and their parents toward public schools. Hopefully, this information will be an input into the decisions made by school professionals and other interested laymen.

The Problem

In general, the aim of this report is to examine the expectations and satisfactions of students enrolled in public

junior high or middle schools (which, for the purpose of this report will be called, simply, junior high schools), traditional high schools, vocational-technical centers, and of their parents. Expectations and satisfactions of students enrolled in a community college also are included in this report. The major focus is directed toward the tasks of public education with examination of three major points:

1. Differences in the expectations and satisfactions among students enrolled in public junior high schools, traditional high schools, vocational-technical centers, and a community college.
2. Differences in the expectations and satisfactions among parents of students in junior high schools, traditional high schools, and vocational-technical centers.
3. Differences in the expectations and satisfactions between students in junior high schools, traditional high schools, and vocational-technical centers, and their parents.

Additionally the satisfactions of students and parents toward vocational-technical education programs were investigated with an examination of vocational-technical facilities, guidance programs, instruction, and the total vocational-technical education program.

Procedures

Sample selection

The most serious limitation of this report is the restriction in the number of participating schools. Because of time and monetary constraints the decision was made to randomly select three of the five vocational areas in the state and then to select one vocational-technical center, one traditional high school, and one junior high school in each of the three areas. The community college was selected from colleges near Tallahassee, Florida.

Research instrument

A questionnaire (see Appendix, p. 54) was adapted from Downey's, The Task of Public Education Opinionnaire[1] which requested background information and opinions on the sixteen tasks of public education, and the four aspects of the vocational-technical education program in the schools. The sixteen tasks of public education have four major dimensions with four items assigned to each dimension. These dimensions and their sub-items are as follows:

Intellectual Dimension

1. Possession of knowledge: A fund of information, concepts.

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[1] Lawrence W. Downey, The Task of Public Education (Chicago: Midwest Administration Center, University of Chicago, 1960).

2. Communication of knowledge: Skill to acquire and transmit.
3. Creation of knowledge: Discrimination and imagination.
4. Desire for knowledge: A love for learning.

Social Dimension

1. Man to man: Cooperation in day-to-day relations.
2. Man to "state": Civic rights and duties.
3. Man to country: Loyalty to one's own country.
4. Man to world: Interrelationships of people.

Personal Dimension

1. Physical: Bodily health and development.
2. Emotional: Mental health and stability.
3. Ethical: Moral integrity.
4. Aesthetic: Cultural and leisure pursuits.

Productive Dimension

1. Vocational guidance: Information and selection.
2. Vocational preparation: Training and placement.
3. Home and Family: Housekeeping, handyman, and family.
4. Consumer: Personal buying, budgeting, investment.[1]

The questionnaire permitted parents and students to express their satisfactions with the performance of their school and to assign priorities to their educational expectations.

Collection of data

Each student participant was given a questionnaire to complete. The junior high, traditional high, and vocational-technical center students were then requested to take home another questionnaire for one parent to complete and return to The Florida State University.

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[1] Ibid.

Table 1 lists the number of questionnaires given to each group and the number of usable questionnaires returned. The lowest return rate occurred with parents of vocational-technical center students; the highest rate of return occurred with the vocational-technical center students.

TABLE 1

GROUP RESPONSE RATES ON THE QUESTIONNAIRE

	Total Number	Usable Questionnaires	Response Rates (%)
Students			
Junior High School	106	72	68
Traditional High School	116	82	71
Vocational-Technical Center	126	99	79
Community College	50	37	74
Parents			
Junior High School	106	52	49
Traditional High School	116	54	46
Vocational-Technical Center	126	51	40

Treatment of data

The items included in this report were measured by converting the original data from the questionnaire into percentages. These scores were assigned to each group of

parents and students in the study on each of the items. Additionally, in figuring the percentages, the responses were collapsed, i.e., responses of very important and somewhat important were grouped together and reported as important; neutral, somewhat unimportant, and very unimportant were reported together as not important. Similarly, very satisfied and somewhat satisfied were collapsed into satisfied; while neutral, somewhat dissatisfied, very dissatisfied were grouped as not satisfied.

A t value for the percentages was calculated to determine the existence of significant differences in the responses of each student and parent group. The standard formula was used:

$$t = \frac{P_1 - P_2}{\frac{P_1 q_1}{N_1} + \frac{P_2 q_2}{N_2}}$$

where:

P_1 = percentage of group one that possesses some characteristic;

q_1 = percentage of group one that does not possess some characteristic;

P_2 = percentage of group two that possesses some characteristic;

q_2 = percentage of group two that does not possess some characteristic.

II

ANALYSIS OF THE DATA

As indicated, the major focus of this report is to examine the expectations and satisfactions of the parent and student groups toward sixteen tasks of public education as outlined in Chapter I, and to measure the satisfactions of these groups with the vocational-technical education programs available to the student. The findings are reported regarding expectations of students, expectations of parents, correspondence of expectations between students and parents, satisfactions of students, satisfactions of parents, and correspondence of satisfactions between students and parents.

Expectations of Students

Table 2 indicates the importance the student groups attached to each of the sixteen tasks. Each of the four groups reported all sixteen items as being important for schools to pursue; however, as indicated in the table, there were some differences among the groups. The junior high school student group tended to attach higher priorities to the sixteen items than did the other three groups with the

TABLE 2

THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION AS RATED BY VOCATIONAL-TECHNICAL CENTER, HIGH SCHOOL, JUNIOR HIGH SCHOOL, AND COMMUNITY COLLEGE STUDENTS

Task	Vo-Tech. Center N = 99		High School N = 82		Jr. High School N = 72		Community Col. N = 37	
	Important %	Not Important %	Important %	Not Important %	Important %	Not Important %	Important %	Not Important %
Intellectual Dimension								
Possess knowledge	67	33	66	34	78	22	65	35
Communicate knowledge	86	14	89	11	87	13	89	11
Create knowledge	87	13	93	7	94	6	78	24
Desire knowledge	80	20	87	13	82	18	78	22
Social Dimension								
Man to man	79	21	82	18	78	22	71	29
Man to "state"	82	18	82	18	90	10	78	22
Man to country	74	26	71	29	89	11	73	27
Man to world	81	19	90	10	83	17	78	22
Personal Dimension								
Physical	81	19	82	18	85	15	81	19
Emotional	83	17	93	7	76	24	79	21
Ethical	75	25	77	23	85	15	62	38
Aesthetic	63	37	57	43	79	21	60	40
Productive Dimension								
Vocational guidance	91	9	90	10	94	6	76	24
Vocational preparation	87	13	85	15	75	25	73	27
Home and family	76	24	76	24	78	22	60	40
Consumer	86	14	89	11	78	22	73	27

greatest differences existing between the junior high school student group and the community college student group.

Particularly relevant is the emphasis placed on vocational guidance, information, and selection by the junior high school, high school, and vocational-technical center student groups. More than 90 per cent of the students in these groups indicated that this area is an important task for schools. High school and junior high school student groups attached as much importance to this task as they did to the creativity task of teaching discrimination and imagination. Lowest priority was assigned to the aesthetic task of cultural activities by three of the four student groups. The tasks in the intellectual dimension were reported as among the most important for schools to pursue, except for the task concerning possessing knowledge.

Comparisons were made among each of the four student groups on the importance of the sixteen tasks of public education. Table 3 indicates that no significant differences exist between the scores of vocational-technical center students and high school students on the importance attached to each of the sixteen items.

A comparison between vocational-technical center students and junior high school students (Table 4) reveals that junior high school students assigned more importance to the task of teaching loyalty to one's country than did

TABLE 3

A COMPARISON OF THE RATINGS OF VOCATIONAL-TECHNICAL CENTER AND HIGH SCHOOL STUDENTS ON THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	Vo-Tech. Center N = 99		High School N = 82		
	Important %	Not Important %	Important %	Not Important %	t
Intellectual Dimension					
Possess knowledge	67	33	66	34	.14
Communicate knowledge	86	14	89	11	- .61
Create knowledge	87	13	93	7	-1.36
Desire knowledge	80	20	87	13	-1.28
Social Dimension					
Man to man	79	21	82	18	- .51
Man to "state"	82	18	82	18	.00
Man to country	74	26	71	29	.45
Man to world	81	19	90	10	1.75
Personal Dimension					
Physical	81	19	82	18	- .17
Emotional	83	17	93	7	.18
Ethical	75	25	77	23	- .31
Aesthetic	63	37	57	43	.82
Productive Dimension					
Vocational guidance	91	9	90	10	.23
Vocational preparation	87	13	85	15	.38
Home and family	76	24	76	24	.00
Consumer	86	14	89	11	.61

[a] $p < .01$.

[b] $p < .05$.

TABLE 4

A COMPARISON OF THE VOCATIONAL-TECHNICAL CENTER AND JUNIOR HIGH SCHOOL STUDENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	Vo-Tech. Center N = 99		Jr. Hi. School N = 72		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	67	33	78	22	-1.62
Communicate knowledge	86	14	87	13	- .19
Create knowledge	87	13	94	6	-1.60
Desire knowledge	80	20	82	18	- .33
Social Dimension					
Man to man	79	21	78	22	.16
Man to "state"	82	18	90	10	-1.53
Man to country	74	26	89	11	-2.61[a]
Man to world	81	19	83	17	- .34
Personal Dimension					
Physical	81	19	85	15	- .69
Emotional	83	17	76	24	1.11
Ethical	75	25	85	15	-1.65
Aesthetic	63	37	78	21	-2.34[b]
Productive Dimension					
Vocational guidance	91	9	94	6	- .75
Vocational preparation	87	13	75	25	-1.96
Home and family	76	24	78	22	- .31
Consumer	86	14	78	22	1.33

[a] $p < .01$.

[b] $p < .05$.

vocational-technical center students. The junior high school group also reported cultural activities to be of greater importance than did the vocational-technical center students. Vocational-technical center students indicated they felt vocational preparation activities to be more important than did the junior high school students.

Table 5 reveals only one significant difference between vocational-technical center students and the community college student group. The vocational-technical center student group viewed vocational guidance as being more important than did the community college student group.

Table 6 compares responses of the high school student group and the junior high school student group regarding the importance of the sixteen tasks of public education. Only three significant differences exist between the two groups: junior high school students indicated that (1) teaching loyalty to one's country, and (2) the aesthetic task--cultural and leisure pursuits--are more important than did the high school students. High school students attached greater importance to the emotional task, mental health and stability, than did the junior high school students.

Table 7 reveals only two significant differences between the high school student group and the community college student group. High school students indicated that the

TABLE 5

A COMPARISON OF VOCATIONAL-TECHNICAL CENTER AND COMMUNITY COLLEGE STUDENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	Vo-Tech. Center N = 99		Community Col. N = 37		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	67	33	65	35	.22
Communicate knowledge	86	14	89	11	.48
Create knowledge	87	13	76	24	1.41
Desire knowledge	80	20	78	22	.25
Social Dimension					
Man to man	79	21	71	29	.94
Man to "state"	82	18	78	22	.51
Man to country	74	26	73	27	.12
Man to world	81	19	78	22	.38
Personal Dimension					
Physical	81	19	81	19	.00
Emotional	83	17	79	21	.52
Ethical	75	25	62	38	1.43
Aesthetic	63	37	60	40	.32
Productive Dimension					
Vocational guidance	91	9	76	24	1.98[a]
Vocational preparation	87	13	73	27	1.74
Home and Family	76	24	60	40	1.75
Consumer	86	14	73	27	1.61

[a] $p < .05$.

TABLE 6

A COMPARISON OF THE HIGH SCHOOL AND JUNIOR HIGH SCHOOL STUDENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	High School N = 82		Jr. Hi. School N = 72		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	66	34	78	22	-1.67
Communicate knowledge	89	11	87	13	.38
Create knowledge	93	7	94	6	- .25
Desire knowledge	87	13	82	18	.85
Social Dimension					
Man to man	82	18	78	22	.62
Man to "state"	82	18	90	10	-1.45
Man to country	71	29	89	11	-2.89[a]
Man to world	90	10	83	17	1.27
Personal Dimension					
Physical	82	18	85	15	- .50
Emotional	93	7	76	24	2.95[a]
Ethical	77	23	85	15	-1.28
Aesthetic	57	43	79	21	-2.03[a]
Productive Dimension					
Vocational guidance	90	10	94	6	- .92
Vocational preparation	85	15	75	25	1.55
Home and family	76	24	78	22	- .29
Consumer	89	11	78	22	1.84

[a] $p < .01$.

TABLE 7

A COMPARISON OF THE HIGH SCHOOL AND COMMUNITY COLLEGE STUDENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	High School N = 82		Community Col. N = 37		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	66	34	65	35	.11
Communicate knowledge	89	11	89	11	.00
Create knowledge	93	7	78	24	2.25[a]
Desire knowledge	87	13	78	22	1.16
Social Dimension					
Man to man	82	18	71	29	1.28
Man to "state"	82	18	78	22	.50
Man to country	71	29	73	27	- .23
Man to world	90	10	78	22	1.58
Personal Dimension					
Physical	82	18	81	19	.13
Emotional	93	7	79	21	1.93
Ethical	77	23	62	38	1.62
Aesthetic	57	43	60	40	- .31
Productive Dimension					
Vocational guidance	90	10	76	24	1.80
Vocational preparation	85	15	73	27	1.45
Home and Family	76	24	60	40	1.71[a]
Consumer	89	11	73	27	1.98[a]

[a] $p < .05$.

creativity task, teaching discrimination and imagination, and the consumer task, personal buying, budgeting, and investment, are more important than did the community college students.

Four significant differences existed between the junior high school student group and the community college student group. Junior high school students indicated their belief that the creation of knowledge, ethical, aesthetic, and vocational guidance tasks were more important for schools to pursue than did the community college students (Table 8).

In summary, while indicating some differences, the data presented in Tables 1 through 8 reveal that a consensus existed among all four groups included in this report regarding the importance of the sixteen tasks of public education.

Expectations of Parents

The importance attached to each of the sixteen tasks by parents of vocational-technical center, high school, and junior high school students is reported in Table 9. The table indicates that all tasks were considered important by the parent groups. In fact, 75 per cent of the tasks were viewed as important by more than 80 per cent of the parents. Parents attached low importance to the aesthetic and

TABLE 8

A COMPARISON OF JUNIOR HIGH SCHOOL AND COMMUNITY COLLEGE STUDENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	Jr. Hi. School N = 72		Community Col. N = 37		
	Important %	Not Important %	Important %	Not Important %	t
Intellectual Dimension					
Possess knowledge	78	22	65	35	1.41
Communicate knowledge	87	13	89	11	- .31
Create knowledge	94	6	7	24	2.38[a]
Desire knowledge	82	18	78	22	.49
Social Dimension					
Man to man	78	22	71	29	.79
Man to "state"	90	10	78	22	1.56
Man to country	89	11	73	27	1.96
Man to world	83	17	78	22	.62
Personal Dimension					
Physical	85	15	81	19	.52
Emotional	76	24	79	21	- .36
Ethical	85	15	62	38	2.55[a]
Aesthetic	79	21	60	40	2.03[a]
Productive Dimension					
Vocational guidance	94	6	76	24	2.38[a]
Vocational preparation	75	25	73	27	.22
Home and family	78	22	60	40	1.91
Consumer	78	22	73	27	.57

[a] $p < .05$.

TABLE 9

THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION AS RATED BY THE PARENTS OF VOCATIONAL-TECHNICAL CENTER, HIGH SCHOOL, AND JUNIOR HIGH SCHOOL STUDENTS

Task	Vo-Tech. Center N = 51		High School N = 54		Junior High School N - 52	
	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %
Intellectual Dimension						
Possess knowledge	76	24	61	39	73	27
Communicate knowledge	94	6	93	7	98	2
Create knowledge	94	6	89	11	96	4
Desire knowledge	88	12	82	18	90	10
Social Dimension						
Man to man	88	12	75	25	83	17
Man to "state"	88	12	93	7	96	4
Man to country	82	18	81	19	88	12
Man to world	76	24	89	11	77	23
Personal Dimension						
Physical	100	00	81	19	94	6
Emotional	88	12	82	18	94	6
Ethical	88	12	86	14	86	14
Aesthetic	70	30	74	26	60	40
Productive Dimension						
Vocational guidance	100	00	82	18	96	4
Vocational preparation	88	12	85	15	81	19
Home and family	82	18	89	11	73	27
Consumer	88	12	89	11	89	11

possession of knowledge tasks, and high importance to the other three intellectual dimension tasks. Additionally, parents indicated the importance of the vocational guidance task; all parents of vocational-technical center students and 96 per cent of the parents of junior high school students rated this as important for schools. The physical task--developing and caring for a healthy body--also was given high priority by these two groups of parents. Overall, the parents and students followed similar patterns in the importance they attached to the sixteen tasks.

Comparisons were made of the responses of each of the three parent groups. Table 10 shows that only two differences existed between parents of vocational-technical center students and parents of high school students. Parents of vocational-technical center students indicated they felt that (1) the physical task, and (2) the vocational guidance task were more important than did the parents of high school students.

Table 11 indicates that there were no significant differences between parents of vocational-technical center students and parents of junior high school students regarding the sixteen tasks.

The ratings of parents of high school students and the parents of junior high school students are compared in Table 12. Junior high school students' parents attached higher

TABLE 10

A COMPARISON OF THE RATINGS OF PARENTS OF VOCATIONAL-TECHNICAL CENTER AND HIGH SCHOOL STUDENTS ON THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	Vo-Tech. Center N = 51		High School N = 54		
	Important %	Not Important %	Important %	Not Important %	t
Intellectual Dimension					
Possess knowledge	76	24	61	39	1.68
Communicate knowledge	94	6	93	7	.21
Create knowledge	94	6	89	11	.93
Desire knowledge	88	12	82	18	.86
Social Dimension					
Man to man	88	12	75	25	1.75
Man to "state"	88	12	93	7	- .87
Man to country	82	18	81	19	.13
Man to world	76	24	89	11	-1.77
Personal Dimension					
Physical	100	0	81	19	3.56[a]
Emotional	88	12	82	18	.87
Ethical	88	12	86	14	.31
Aesthetic	70	30	74	26	- .46
Productive Dimension					
Vocational guidance	100	0	82	18	3.44[a]
Vocational preparation	88	12	85	15	.45
Home and family	82	18	89	11	-1.02
Consumer	88	12	89	11	- .16

[a] $p < .01$.

TABLE 11

A COMPARISON OF THE RATINGS OF PARENTS OF VOCATIONAL-TECHNICAL CENTER AND JUNIOR HIGH SCHOOL STUDENTS ON THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	Vo-Tech. Center N = 51		Jr. Hi. School N - 52		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	76	24	73	27	.35
Communicate knowledge	94	6	98	2	-1.04
Create knowledge	93	6	96	4	- .47
Desire knowledge	88	12	90	10	- .32
Social Dimension					
Man to man	88	12	83	17	.72
Man to "state"	88	12	96	4	-1.51
Man to country	82	18	88	12	- .86
Man to world	76	24	77	23	- .12
Personal Dimension					
Physical	100	00	94	6	1.82
Emotional	88	12	93	6	-1.07
Ethical	88	12	86	14	.30
Aesthetic	70	30	60	40	1.07
Productive Dimension					
Vocational guidance	100	0	96	4	1.47
Vocational preparation	88	12	81	19	.99
Home and family	82	18	73	27	1.10
Consumer	88	12	89	11	- .16

$p < .05$.

$p < .01$.

TABLE 12

A COMPARISON OF THE HIGH SCHOOL AND JUNIOR HIGH SCHOOL PARENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	High School N = 54		Jr. Hi. School N = 52		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	61	39	73	27	-1.33
Communicate knowledge	93	7	98	2	-1.26
Create knowledge	89	11	96	4	-1.39
Desire knowledge	82	18	90	10	-1.20
Social Dimension					
Man to man	75	25	83	17	-1.02
Man to "state"	93	7	96	4	- .68
Man to country	81	19	88	12	-1.00
Man to world	89	11	77	23	1.66
Personal Dimension					
Physical	81	19	94	6	-2.07[a]
Emotional	82	18	94	6	-1.94
Ethical	86	14	86	14	.00
Aesthetic	74	26	60	40	1.55
Productive Dimension					
Vocational guidance	82	18	96	3	-2.38[a]
Vocational preparation	85	15	81	19	.55
Home and family	89	11	73	27	2.14[a]
Consumer	89	11	89	11	.00

[a] $p < .05$.

importance to the physical task of developing and caring for a healthy body, and to the vocational guidance task of information and selection than did parents of high school students. High school students' parents attributed greater importance to the home and family task of developing homemaking and handyman skills than did parents of junior high school students.

Comparison of Expectations of Students and Parents

Each student group was compared with its counterpart parent group. Table 13 indicates three significant differences between the vocational-technical center student group and their parents. The students rated the physical, ethical, and vocational guidance tasks as less important than did their parents.

In Table 14 it is shown that the high school student group viewed civic rights and duties--the man to "state" task--and the aesthetic, and home and family tasks as less important than did their parents.

Table 15 indicates that parents of the junior high school student group attached greater importance to the task of teaching the skill to acquire and transmit knowledge and the development of mental health and stability than did the junior high school students. However, the junior high school

TABLE 13

A COMPARISON OF THE VOCATIONAL-TECHNICAL CENTER STUDENTS' AND THEIR PARENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Tasks	Students N = 99		Parents N = 51		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	67	33	76	24	-1.18
Communicate knowledge	86	14	94	6	-1.66
Create knowledge	87	13	94	6	-1.48
Desire knowledge	80	20	88	12	-1.32
Social Dimension					
Man to man	79	21	88	12	-1.47
Man to "state "	82	18	88	12	-1.01
Man to country	74	26	82	18	-1.15
Man to world	81	19	76	24	- .70
Personal Dimension					
Physical	81	19	100	0	-4.82[a]
Emotional	83	17	88	12	- .85
Ethical	75	25	88	12	-2.06[b]
Aesthetic	63	37	70	30	- .87
Productive Dimension					
Vocational guidance	91	9	100	0	-3.13[a]
Vocational preparation	87	13	88	12	- .18
Home and Family	76	24	82	18	- .87
Consumer	86	14	88	12	- .35

[a] $p < .01$.

[b] $p < .05$.

TABLE 14

A COMPARISON OF THE HIGH SCHOOL STUDENTS' AND THEIR PARENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Tasks	Students N = 82		Parents N = 54		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	66	34	61	39	.59
Communicate knowledge	89	11	93	7	- .82
Create knowledge	93	7	89	11	.78
Desire knowledge	87	13	82	18	.78
Social Dimension					
Man to man	82	18	75	25	.96[a]
Man to "state"	82	18	93	7	-2.01[a]
Man to country	71	29	81	19	-1.37
Man to world	90	10	89	11	.19
Personal Dimension					
Physical	82	18	81	19	.15
Emotional	93	7	82	18	1.85
Ethical	77	23	86	14	-1.36[a]
Aesthetic	57	43	74	26	-2.10[a]
Productive Dimension					
Vocational guidance	90	10	82	18	1.29
Vocational preparation	85	15	85	15	.00[a]
Home and family	76	24	89	11	-2.05[a]
Consumer	89	11	89	11	.00

[a] $p < .05$.

TABLE 15

A COMPARISON OF THE JUNIOR HIGH SCHOOL STUDENTS' AND THEIR PARENTS' RATINGS OF THE IMPORTANCE OF THE SIXTEEN TASKS OF PUBLIC EDUCATION

Tasks	Students N = 72		Parents N = 52		t
	Important %	Not Important %	Important %	Not Important %	
Intellectual Dimension					
Possess knowledge	78	22	73	27	- .64
Communicate knowledge	87	13	98	2	-2.49[a]
Create knowledge	94	6	96	4	.51
Desire knowledge	82	18	90	10	-1.30
Social Dimension					
Man to man	78	22	83	17	- .70
Man to "state"	90	10	96	4	-1.35
Man to country	89	11	88	12	.17
Man to world	83	17	77	23	.82
Personal Dimension					
Physical	85	15	94	6	-1.68[b]
Emotional	76	24	94	6	-2.99[b]
Ethical	85	15	86	14	- .16
Aesthetic	79	21	60	40	2.28[a]
Productive Dimension					
Vocational guidance	94	6	96	4	- .51
Vocational preparation	75	25	81	19	- .80
Home and family	78	22	73	27	.64
Consumer	78	22	89	11	-1.68

[a] $p < .05$.

[b] $p < .01$.

student group rated the aesthetic task of education as more important than did their parents.

Overall, parents tended to rate the sixteen tasks as being more important than did the students in each of the three groups.

Satisfactions of Students

The satisfactions of students in each of the four groups with the performance of their schools on the sixteen tasks of public education and with the vocational program in their schools are indicated in Tables 16 and 17. The tables reveal a lack of satisfaction among a large number of students.

Of the four student groups, high school students were the least satisfied with both the sixteen tasks and the vocational programs in their schools; junior high school students were the most satisfied with the performances of their schools on the tasks of public education; while the vocational-technical center students were the most satisfied with their schools' vocational program. High school students were least satisfied with the intellectual, personal, and social dimension tasks. Productive dimension tasks were rated higher by vocational-technical center students and junior high school students, and lower by high school and community college students. Vocational-technical center

TABLE 16

PERCENTAGE RATINGS OF THE SATISFACTIONS OF VOCATIONAL-TECHNICAL CENTER, HIGH SCHOOL, JUNIOR HIGH SCHOOL, AND COMMUNITY COLLEGE STUDENTS WITH THE SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	Vo-Tech. Center N = 99		High School N = 82		Jr. High School N = 72		Community Col. N = 37	
	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %
Intellectual Dimension								
Possess knowledge	49	51	27	73	68	32	52	48
Communicate knowledge	64	36	45	55	82	18	78	22
Create knowledge	61	39	49	51	74	26	70	30
Desire knowledge	59	41	33	67	64	36	68	32
Social Dimension								
Man to man	51	49	27	73	57	43	43	57
Man to "state"	56	44	41	59	65	35	54	46
Man to country	44	56	38	62	65	35	52	48
Man to world	65	35	46	54	68	32	60	40
Personal Dimension								
Physical	56	44	48	52	67	33	65	35
Emotional	54	46	37	63	58	42	68	32
Ethical	53	47	29	71	74	26	46	54
Aesthetic	47	53	22	68	67	33	57	43
Productive Dimension								
Vocational guidance	73	27	52	48	63	37	54	46
Vocational preparation	82	18	57	43	50	50	46	54
Home and family	56	44	46	54	71	29	48	52
Consumer	57	43	44	56	54	46	46	54

TABLE 17

PERCENTAGE RATINGS OF THE SATISFACTIONS OF VOCATIONAL-CENTER, HIGH SCHOOL, JUNIOR HIGH SCHOOL, AND COMMUNITY COLLEGE STUDENTS WITH THEIR SCHOOLS' VOCATIONAL EDUCATION PROGRAM

	Vo-Tech. Center N = 99		High School N = 82		Jr. High School N = 72		Community Coll. N = 37	
School Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %
Facilities	83	17	49	51	64	35	73	27
Guidance	77	23	50	50	74	26	57	42
Instruction	84	16	49	51	58	42	59	41
Total Program	85	15	50	50	61	39	65	35

students rated their schools' performance on the productive dimension tasks of vocational guidance and preparation highest of the sixteen tasks.

More than 50 per cent of the high school students rated their schools' performance as unsatisfactory on a majority of the tasks. Only the two productive dimension tasks of vocational guidance (52%) and vocational preparation (57%) were rated as satisfactory by this group.

More than 50 per cent of the community college student group rated five tasks as unsatisfactory. These were: man to man in the social dimension; and vocational preparation, home and family, and consumer in the productive dimension. Of the vocational-technical students, more than 50 per cent rated only three tasks as being unsatisfactory: possess knowledge in the intellectual dimension, man to country in the social dimension, and the aesthetic task in the personal dimension. Within the junior high school student group, no task was rated unsatisfactory by more than 50 per cent of the students; the majority of these students were satisfied with their schools' performances on the sixteen tasks.

Table 17 indicates that only 50 per cent of the high school students were satisfied with the vocational programs available to them. More than 75 per cent of the vocational-technical students expressed satisfaction with their

vocational programs, while 60 per cent of both the junior high school and the community college students expressed similar satisfaction.

The satisfactions among each of the four student groups with their schools' performances on each of the sixteen tasks and on the four aspects of their schools' vocational program were compared. Table 18 depicts the vast differences in the satisfactions of vocational-technical center students and high school students. Significant differences ($p < .05$ and $p < .01$) between the two groups on 75 per cent of the tasks of public education and on all four aspects of the vocational program were indicated, with high school students being significantly less satisfied than the vocational-technical center students.

Table 19 indicates that junior high school students were significantly more satisfied than vocational-technical center students on approximately 42 per cent of the tasks in three dimensions--intellectual, social, and personal. The vocational-technical center student group was more satisfied than the junior high school student group on the vocational preparation task, and the facilities, instruction, and total program aspects of their schools' vocational programs. Vocational-technical center students were more satisfied with the vocational pursuits of their schools, while the junior high school students were more satisfied

TABLE 18

A COMPARISON OF THE SATISFACTIONS OF VOCATIONAL-TECHNICAL CENTER AND HIGH SCHOOL STUDENTS WITH THEIR SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND WITH THE SCHOOLS' VOCATIONAL PROGRAM

	Vo-Tech. Center N = 99		High School N = 82		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	49	51	27	73	3.13[a]
Communicate knowledge	64	36	45	55	2.60[b]
Create knowledge	61	39	49	51	1.63
Desire knowledge	59	41	33	67	3.63[a]
Social Dimension					
Man to man	51	49	27	73	3.42[a]
Man to "state"	56	44	41	59	2.03[b]
Man to country	44	56	38	62	.82
Man to world	65	35	46	54	2.60[b]
Personal Dimension					
Physical	56	44	48	52	1.08
Emotional	54	46	37	63	2.32[b]
Ethical	53	47	29	71	3.38[a]
Aesthetic	47	53	22	68	3.68[a]
Productive Dimension					
Vocational guidance	73	27	52	48	2.96[a]
Vocational preparation	82	18	57	43	3.74[a]
Home and family	66	44	46	54	2.75[a]
Consumer	57	43	44	56	1.76
School Program					
Facilities	83	17	49	51	5.08[a]
Guidance	77	23	50	50	3.88[a]
Instruction	84	16	49	51	5.74[a]
Total program	85	15	50	50	5.31[a]

[a] $p < .01$.

[b] $p < .05$

TABLE 19

A COMPARISON OF THE SATISFACTIONS OF VOCATIONAL-TECHNICAL CENTER AND JUNIOR HIGH SCHOOL STUDENTS WITH THEIR SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE SCHOOLS' VOCATIONAL PROGRAM

Task/Program	Vo-Tech. Center N = 99 Satisfied %	Vo-Tech. Center N = 99 Not Satisfied %	Jr. Hi. School N = 72 Satisfied %	Jr. Hi. School N = 72 Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	49	51	68	32	-2.55[a]
Communicate knowledge	64	36	82	18	-2.72[b]
Create knowledge	61	39	74	26	-1.82
Desire knowledge	59	41	64	36	- .67
Social Dimension					
Man to man	51	49	57	43	- .78
Man to "state"	56	44	65	35	-1.20
Man to country	44	56	65	35	-2.79[b]
Man to world	65	35	68	32	- .41
Personal Dimension					
Physical	56	44	67	33	-1.48
Emotional	54	46	58	42	- .52
Ethical	53	47	74	26	-2.92[b]
Aesthetic	47	53	67	33	-2.68[b]
Productive Dimension					
Vocational guidance	73	27	63	37	1.38
Vocational preparation	82	18	50	50	4.54[b]
Home and family	56	44	71	29	-2.05[a]
Consumer	57	43	54	46	.39
School Program					
Facilities	83	17	65	35	2.66[b]
Guidance	77	23	74	26	.45
Instruction	84	16	58	42	3.78[b]
Total program	85	15	61	39	3.54[b]

[a] $p < .05$.

with the more traditional academic aspects of the junior high schools.

There were no significant differences between the vocational-technical center student group and the community college student group on the intellectual, social, and personal dimensions of the sixteen tasks (Table 20). However, vocational-technical center students indicated significantly greater satisfaction with the tasks of vocational guidance and preparation ($p < .05$ and $p < .01$) than did the community college students; and the vocational-technical center group expressed greater satisfaction with the guidance, instruction, and total program aspects of their schools' vocational programs than did the community college student group.

Table 21 indicates that high school students were significantly less satisfied on all tasks of the intellectual, social, and personal dimensions than were junior high school students. Additionally, they were less satisfied with their schools' performances on the home and family task and with the facilities and guidance aspects of the vocational programs available to them.

The data in Table 22 show that high school students were less satisfied than community college students on each of the four tasks of the intellectual dimension, on the emotional and aesthetic tasks of the personal dimension, and with the facilities for vocational programs in their schools.

TABLE 20

A COMPARISON OF THE VOCATIONAL-TECHNICAL CENTER AND COMMUNITY COLLEGE STUDENTS' SATISFACTIONS WITH THEIR SCHOOLS' PERFORMANCE ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE SCHOOLS' VOCATIONAL PROGRAM

	Vo-Tech. Center N = 99		Community Col. N = 37		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	49	51	52	48	- .31
Communicate knowledge	64	36	78	22	-1.68
Create knowledge	61	39	70	30	-1.00
Desire knowledge	59	41	68	32	- .99
Social Dimension					
Man to man	51	49	43	57	.84
Man to "state"	56	44	54	46	.21
Man to country	44	56	52	48	.83
Man to world	65	35	60	40	.53
Personal Dimension					
Physical	56	44	65	35	- .97
Emotional	54	46	68	32	-1.53
Ethical	53	47	46	54	.73
Aesthetic	47	53	57	43	-1.05
Productive Dimension					
Vocational guidance	73	27	54	46	2.04[a]
Vocational preparation	82	18	46	54	3.97[b]
Home and Family	56	44	48	52	.83
Consumer	57	43	46	54	1.15
School Program					
Facilities	83	17	73	27	1.22[a]
Guidance	77	23	57	43	2.18[b]
Instruction	84	16	59	41	2.81[a]
Total program	85	15	65	35	2.32[a]

[a] $p < .05$.

TABLE 21

A COMPARISON OF THE SATISFACTIONS OF HIGH SCHOOL AND JUNIOR HIGH SCHOOL STUDENTS WITH THEIR SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE SCHOOLS' VOCATIONAL PROGRAM

	High School N = 82		Jr. Hi. School N = 52		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	27	73	68	32	-5.57[a]
Communicate knowledge	45	55	82	18	-5.20[a]
Create knowledge	49	51	74	26	-3.31[a]
Desire knowledge	33	67	64	36	-4.04[a]
Social Dimension					
Man to man	27	73	57	43	-3.94[a]
Man to "state"	41	59	65	35	-3.07[a]
Man to country	38	62	65	35	-3.48[a]
Man to world	46	54	68	32	-2.83[a]
Personal Dimension					
Physical	48	52	67	33	-2.43[b]
Emotional	37	63	58	42	-2.66[a]
Ethical	29	71	74	26	-6.25[a]
Aesthetic	22	68	67	33	-6.26[a]
Productive Dimension					
Vocational guidance	52	48	63	37	-1.39
Vocational preparation	57	43	50	50	.87
Home and Family	46	54	71	29	-3.26[a]
Consumer	44	56	54	46	-1.24
School Program					
Facilities	49	51	65	35	-2.03[b]
Guidance	50	50	74	26	-3.17[a]
Instruction	49	51	58	42	-1.50
Total program	50	50	61	39	-1.38

[a] $p < .01$.

[b] $p < .05$.

TABLE 22

A COMPARISON OF THE SATISFACTIONS OF HIGH SCHOOL AND COMMUNITY COLLEGE STUDENTS WITH THEIR SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE SCHOOLS' VOCATIONAL PROGRAM

	High School N = 82		Community Col. N = 37		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	27	73	52	48	-2.61[a]
Communicate knowledge	45	55	78	22	-3.77[a]
Create knowledge	49	51	70	30	-2.25[b]
Desire knowledge	33	67	68	32	-3.78[a]
Social Dimension					
Man to man	27	73	43	57	-1.68
Man to "state"	41	59	54	46	-1.32
Man to country	38	62	52	48	-1.43
Man to world	46	54	60	40	-1.44
Personal Dimension					
Physical	48	52	65	35	-1.77
Emotional	37	63	68	32	-3.32[a]
Ethical	29	71	46	54	-1.77
Aesthetic	22	68	57	43	-3.75[a]
Productive Dimension					
Vocational guidance	52	48	54	46	- .20
Vocational preparation	57	43	46	54	1.12
Home and family	46	54	48	52	- .20
Consumer	44	56	46	65	- .20

[a] $p < .01$.

[b] $p < .05$.

As indicated in Table 23, only two significant differences existed between junior high school students and community college students on the sixteen tasks. Junior high school students were significantly more satisfied with the ethical task in the personal dimension ($p < .01$), and the home and family task of the productive dimension ($p < .05$). There was also a tendency for the junior high school group to be more satisfied with the guidance aspect of their schools' vocational programs.

Satisfactions of Parents

Tables 24 and 25 report the satisfactions of parents of vocational-technical center students, high school students, and junior high school students. High school parents, following a pattern similar to that of their high school students, were less satisfied with the school's performance on the tasks of public education than were parents of the vocational-technical center students and junior high students. Of the three groups of parents, those of vocational-technical center students were the most satisfied with vocational programs in the schools.

Of the high school students' parents, less than half expressed satisfaction with the schools' performance on 75 per cent of the tasks. On only two, loyalty to country and teaching a sense of right and wrong, did a

TABLE 23

A COMPARISON OF THE SATISFACTIONS OF JUNIOR HIGH SCHOOL AND COMMUNITY COLLEGE STUDENTS WITH THEIR SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND WITH THEIR SCHOOLS' VOCATIONAL PROGRAM

	Jr. Hi. School N = 72		Community Col. N = 37		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	68	32	52	48	1.62
Communicate knowledge	82	18	78	22	.49
Create knowledge	74	26	70	30	.44
Desire knowledge	64	36	68	32	- .42
Social Dimension					
Man to man	57	43	43	57	1.40
Man to "state"	65	35	54	46	1.11
Man to country	65	35	52	48	1.31
Man to world	68	32	60	40	.82
Personal Dimension					
Physical	67	33	65	35	.21
Emotional	58	42	68	32	-1.04
Ethical	74	26	46	54	2.89[a]
Aesthetic	67	33	57	43	1.02
Productive Dimension					
Vocational guidance	63	37	54	46	.90
Vocational preparation	50	50	46	54	.40
Home and family	71	29	48	52	2.35[b]
Consumer	54	46	46	54	.79
School Program					
Facilities	65	35	73	27	- .87
Guidance	74	26	57	43	1.76
Instruction	58	42	59	41	- .10
Total program	61	39	65	35	.41

[a] $p < .01$.

[b] $p < .05$.

TABLE 24

PERCENTAGE RATINGS OF THE SATISFACTIONS OF PARENTS OF VOCATIONAL-TECHNICAL CENTER, HIGH SCHOOL, AND JUNIOR HIGH SCHOOL STUDENTS WITH THE SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION

Task	Vo-Tech. Center N = 51		High School N = 54		Junior High School N = 52	
	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %
Intellectual Dimension						
Possess knowledge	52	48	15	85	61	39
Communicate knowledge	64	36	46	54	73	27
Create knowledge	82	18	59	41	71	29
Desire knowledge	76	24	48	52	63	37
Social Dimension						
Man to man	65	35	41	59	54	46
Man to "state"	53	47	44	56	42	58
Man to country	47	53	33	67	48	52
Man to world	59	41	30	70	56	44
Personal Dimension						
Physical	70	30	59	41	75	25
Emotional	76	24	44	56	52	48
Ethical	47	53	37	63	52	48
Aesthetic	53	47	33	67	48	52
Productive Dimension						
Vocational guidance	88	12	50	50	63	37
Vocational preparation	82	18	52	48	44	56
Home and family	59	41	48	52	56	44
Consumer	58	42	45	55	54	46

TABLE 25

PERCENTAGE RATINGS OF THE SATISFACTIONS OF PARENTS OF VOCATIONAL-TECHNICAL CENTER, HIGH SCHOOL, AND JUNIOR HIGH SCHOOL STUDENTS WITH THE SCHOOLS' VOCATIONAL EDUCATION PROGRAM

	Vo-Tech. Center N = 99		High School N = 82		Junior High School N = 72	
School Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %
Facilities	82	18	71	29	54	46
Guidance	82	18	56	44	54	46
Instruction	76	24	67	33	50	50
Total Program	76	24	67	33	56	44

majority of the vocational-technical students' parents express dissatisfactions. A majority of the parents of the junior high school students expressed satisfaction on 75 per cent of the sixteen tasks. Those tasks with which these parents were dissatisfied were: the social dimension tasks of civic rights and duties and loyalty to one's own country; the personal dimension task of cultural and leisure pursuits; and the productive dimension task of training and placement.

More than 75 per cent of the parents of vocational-technical center students expressed satisfaction with the vocational programs of the schools, while less than 70 per cent of the parents of high school students, and less than 60 per cent of the parents of the junior high school students expressed satisfaction with the vocational programs available in the schools.

In Table 26 it is indicated that parents of vocational-technical center students expressed significantly more satisfaction with a majority of the tasks than did parents of high school students. However, significant difference in satisfaction was indicated in only one of the four vocational program aspects by these parents ($p < .01$). Vocational-technical center parents expressed more satisfaction with the guidance aspects of the program than did the parents of high school students.

TABLE 26

A COMPARISON OF THE SATISFACTIONS OF PARENTS OF VOCATIONAL-TECHNICAL CENTER AND HIGH SCHOOL STUDENTS WITH THE SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE SCHOOLS' VOCATIONAL PROGRAM

	Vo-Tech. Center N = 51		High School N = 54		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	52	48	15	85	4.34[a]
Communicate knowledge	64	36	46	54	1.89[a]
Create knowledge	82	18	59	41	2.68[a]
Desire knowledge	76	24	48	52	3.09[a]
Social Dimension					
Man to man	65	35	41	59	2.54[b]
Man to "state"	53	47	44	56	.93
Man to country	47	53	33	67	1.48[a]
Man to world	59	41	30	70	3.12[a]
Personal Dimension					
Physical	70	30	59	41	1.19[a]
Emotional	76	24	44	56	3.55[a]
Ethical	47	53	37	63	1.04[b]
Aesthetic	53	47	33	67	2.11[b]
Productive Dimension					
Vocational guidance	88	12	50	50	4.64[a]
Vocational preparation	82	18	52	48	3.46[a]
Home and Family	59	41	48	52	1.14
Consumer	58	42	45	55	1.34
School Program					
Facilities	82	18	71	29	1.34[a]
Guidance	82	18	56	44	3.01[a]
Instruction	76	24	67	33	1.03
Total Program	76	24	67	33	1.03

[a] $p < .01$.

[b] $p < .05$.

In Table 27, the data indicate that parents of vocational-technical center students were significantly more satisfied with the ethical, vocational guidance, and vocational preparation tasks than were the parents of junior high school students. The data also reveal that vocational-technical center students' parents were much more satisfied with vocational programs of the schools than were the parents of junior high school students.

Table 28 indicates that parents of high school students were significantly less satisfied with the schools' performance on the tasks of teaching knowledge and transmitting that knowledge than were parents of junior high school students. Additionally, they were less satisfied with the physical task--teaching about developing and caring for a healthy body--than were parents of junior high school students.

Comparison of Satisfactions of Students and Parents

Satisfactions of each of the student groups with its counterpart parent group regarding the school's performance on the sixteen tasks of public education and the vocational-technical program of the schools were compared. The data indicate that in comparing satisfactions between vocational-tehcnical center students and their parents (Table 29), students were significantly less satisfied than their parents

TABLE 27

A COMPARISON OF THE SATISFACTIONS OF PARENTS OF VOCATIONAL-TECHNICAL CENTER AND JUNIOR HIGH SCHOOL STUDENTS WITH THE SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE SCHOOLS' VOCATIONAL PROGRAMS

	Vo-Tech. Center N = 51		Jr. Hi. School N = 52		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	52	48	61	39	- .92
Communicate knowledge	64	36	73	27	- .99
Create knowledge	82	18	71	29	1.33
Desire knowledge	76	24	63	37	1.45
Social Dimension					
Man to man	65	35	54	46	1.14
Man to "state"	53	47	42	58	1.12
Man to country	47	53	48	52	- .10
Man to world	59	41	56	44	.31
Personal Dimension					
Physical	70	30	75	24	- .57
Emotional	76	24	52	48	2.62[a]
Ethical	47	53	52	48	.51
Aesthetic	53	47	48	52	.51
Productive Dimension					
Vocational guidance	88	12	63	37	3.09[a]
Vocational preparation	82	18	44	56	4.35[a]
Home and Family	59	41	56	44	.31
Consumer	58	42	54	46	.41
School Program					
Facilities	82	18	54	46	3.20[a]
Guidance	82	18	54	46	3.20[a]
Instruction	76	24	50	50	2.84[a]
Total Program	76	24	56	44	2.19[b]

[a] $p <$

[b] $p <$

TABLE 28

A COMPARISON OF THE SATISFACTIONS OF PARENTS OF HIGH SCHOOL AND JUNIOR HIGH SCHOOL STUDENTS WITH THE SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF EDUCATION AND THE SCHOOLS' VOCATIONAL PROGRAM

	High School N = 54		Jr. Hi. School N = 52		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	15	85	61	39	-5.52[a]
Communicate knowledge	46	54	73	27	-2.95[a]
Create knowledge	59	41	71	29	-1.31
Desire knowledge	48	52	63	37	-1.57
Social Dimension					
Man to man	41	59	54	46	-1.35
Man to "state"	44	56	42	58	.21
Man to country	33	67	48	52	-1.59
Man to world	30	70	56	44	-2.80
Personal Dimension					
Physical	59	41	75	25	-2.80[a]
Emotional	44	56	52	48	-1.78
Ethical	37	63	52	48	- .83
Aesthetic	33	67	48	52	-1.57
Productive Dimension					
Vocational guidance	50	50	63	37	-1.59
Vocational preparation	52	48	44	56	-1.36
Home and Family	48	52	56	44	.83
Consumer	45	55	54	46	- .83
School Program					
Facilities	71	29	54	46	1.83
Guidance	56	44	54	46	.21
Instruction	67	33	50	50	1.80
Total Program	67	33	56	44	1.19

[a] $p < .01$.

TABLE 29

A COMPARISON OF THE SATISFACTIONS OF VOCATIONAL-TECHNICAL CENTER STUDENTS AND THEIR PARENTS WITH THE SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE VOCATIONAL PROGRAM OF THE SCHOOL

	Students N = 99		Parents N = 51		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	49	51	52	48	- .35
Communicate knowledge	64	36	64	36	.00
Create knowledge	61	39	82	18	-2.89[a]
Desire knowledge	59	41	76	24	-2.19[b]
Social Dimension					
Man to man	51	49	65	35	-1.68
Man to "state"	56	44	53	47	.35
Man to country	44	56	47	53	- .35
Man to world	65	35	59	41	.72
Personal Dimension					
Physical	56	44	70	30	-1.72
Emotional	54	46	76	24	-2.82[a]
Ethical	53	47	47	53	- .70
Aesthetic	47	53	53	47	- .70
Productive Dimension					
Vocational guidance	73	27	88	12	-2.35[b]
Vocational preparation	82	18	82	18	.00
Home and family	56	44	59	41	- .35
Consumer	57	43	58	42	- .12
School Program					
Facilities	83	17	82	18	.15
Guidance	77	23	82	18	- .73
Instruction	84	16	76	24	1.14
Total program	85	15	76	24	1.29

[a] $p < .01$.

[b]

on the following tasks: creation of knowledge task of teaching discrimination and imagination; the desire for knowledge task of developing a love for learning; the emotional task, developing and caring for a healthy body; and the vocational guidance task, information and selection. There were no significant differences found between the two groups concerning the four aspects of the vocational program.

A comparison between the satisfactions of the high school students and their parents (Table 30) indicates no significant differences between the two groups on any of the sixteen tasks of public education. However, parents of high school students were more satisfied than high school students with the vocational program facilities, instruction, and total program.

Table 31 presents the data concerning the satisfactions of junior high school students and their parents. Junior high school students were significantly more satisfied on three of the sixteen tasks of public education--teaching rights and duties of citizenship, man to state task; teaching moral integrity, the ethical task; and teaching an appreciation for cultural activities, the aesthetic task--than were their parents. Additionally, the data indicated that junior high school students were significantly more satisfied with the schools' vocational guidance program.

TABLE 30

A COMPARISON OF THE SATISFACTIONS OF HIGH SCHOOL STUDENTS AND THEIR PARENTS WITH THE SCHOOLS' PERFORMANCE ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE VOCATIONAL PROGRAM OF THE SCHOOLS

	Students N = 82		Parents N = 54		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	27	73	15	85	1.74
Communicate knowledge	45	55	46	54	- .11
Create knowledge	49	51	59	41	-1.15
Desire knowledge	33	67	48	52	-1.75
Social Dimension					
Man to man	27	73	41	59	-1.69
Man to "state"	41	59	44	56	- .35
Man to country	38	62	33	67	.60
Man to world	46	54	30	70	1.92
Personal Dimension					
Physical	48	52	59	41	-1.27
Emotional	37	63	44	56	- .81
Ethical	29	71	37	63	- .97
Aesthetic	22	68	33	67	-1.40
Productive Dimension					
Vocational guidance	52	48	50	50	- .23
Vocational preparation	57	43	52	48	.57
Home and family	46	54	48	52	- .23
Consumer	44	56	45	55	- .11
School Program					
Facilities	49	51	71	29	-2.66[a]
Guidance	50	50	56	44	- .69[b]
Instruction	46	54	67	33	-2.50[b]
Total program	50	50	67	33	-2.01[b]

[a] $p < .01$.

[b] $p < .05$.

TABLE 31

A COMPARISON OF THE SATISFACTIONS OF JUNIOR HIGH SCHOOL STUDENTS AND THEIR PARENTS WITH THE SCHOOLS' PERFORMANCES ON THE SIXTEEN TASKS OF PUBLIC EDUCATION AND THE VOCATIONAL PROGRAM OF THE SCHOOLS

	Students N = 72		Parents N = 52		
Task/Program	Satisfied %	Not Satisfied %	Satisfied %	Not Satisfied %	t
Intellectual Dimension					
Possess knowledge	68	32	61	39	.80
Communicate knowledge	82	18	73	27	1.18
Create knowledge	74	26	71	29	.37
Desire knowledge	64	36	63	37	.11
Social Dimension					
Man to man	57	43	54	46	.33
Man to "state"	65	35	42	58	2.60[a]
Man to country	65	35	48	52	1.91
Man to world	68	32	56	44	1.36
Personal Dimension					
Physical	67	33	75	25	- .98
Emotional	58	42	52	48	.66
Ethical	74	26	52	48	2.55[a]
Aesthetic	67	33	48	52	2.14[a]
Productive Dimension					
Vocational guidance	63	37	63	37	.00
Vocational preparation	50	50	44	56	.66
Home and family	71	29	56	44	1.72
Consumer	54	46	54	46	.00
School Program					
Facilities	65	35	54	46	1.23
Guidance	74	26	54	46	2.30[a]
Instruction	58	42	50	50	.88
Total program	61	39	56	44	.56

[a] $p < .05$.

III

SUMMARY

The findings of this report revealed a general agreement among parents and students concerning tasks which schools should pursue. There also was a consensus concerning the importance of the tasks and aspects of the vocational program. The prevalent notion of a "generation gap" between parents and students was not supported by the data; in fact, the greatest agreement was between each student group and its counterpart parent group. Vocational-technical center students and their parents placed greater importance on vocational tasks than did non-vocational-technical center students and parents. However, all groups of students and parents attached substantial support to each of the sixteen tasks and the vocational programs.

While there was much agreement among the various parent and student groups concerning the importance of the tasks and programs, there was wide variation in the expression of satisfaction toward the performance of the schools in these areas. Generally speaking, vocational-technical center students and their parents and junior high school

students and their parents were more satisfied than were students in the traditional high school and their parents. The greatest discrepancies occurred between one student group and another, or between one parent group and another, and not between the student group and its counterpart parent group.

Some Final Comments

The results of this report tend to support what other researchers have reported, and what each of us interested in education feel: the traditional American high school is not satisfactorily meeting the expectations of its students or their parents. High schools must resolve the lack of satisfaction with their curricular programs which both students and parents expressed. There is much support from both the students and parents for vocational programs in traditional high schools and junior high schools, particularly in the area of vocational guidance. This finding supports the current direction of the State of Florida to increase the number of people working in vocational guidance programs in schools other than vocational-technical centers.

Conversely, vocational-technical school centers enjoy much support from their constituents, parents, and students. The impressions gained while visiting each

school fully supported the findings presented in this report. In the vocational-technical centers there were few comments from students concerning deficiencies within the school. Perhaps this is attributable to the fact that the students were actively involved in the program. This was not the case in the high schools. This fact was further reinforced by comments added to the questionnaires by several high school students.

While not neglecting the vocational-technical centers and their programs, based upon the findings presented in this report and supported by the critics of the traditional American high school, there seems to be a need to move quickly toward overhauling the traditional schools by providing them, among other things, with greater and more adequate vocational guidance, and other activities and facilities to meet the expectations of students and their parents, in order to provide them with a satisfactory curricular program. This can best be accomplished by bringing into the decision-making processes of education those whom the program affects the most, i.e., students and parents.

APPENDIX

QUESTIONNAIRE

Instructions:

1. Please answer the questions in order. Do not skip around.

2. Most questions can be answered by checking ( ) one of the answers provided. If you do not find the answer that exactly fits your response, check the one that comes closest to it.

3. Please feel free to make additional comments at the side of each question or on the back of the questionnaire.

About Yourself

Researchers usually ask for some basic information because the way you feel, your attitudes and the ideas you have may be different or similar to those of others because of your age, sex or occupation.

Remember, this research is of a confidential nature.

Please check one choice in each question, unless otherwise directed.

1. What is your sex?

_____(1) Female _____(2) Male

2. What is your age:

_____(1) Less than 16 years
_____(2) 16-17 years
_____(3) 18-19 years
_____(4) 20-24 years
_____(5) 25-34 years
_____(6) 35-44 years
_____(7) 45-54 years
_____(8) 55-64 years
_____(9) 65 years or more

If you are a student, please answer questions 3 and 4, then proceed to section About Schools. If you are a parent, please proceed to questions 5 and 6, then continue to About Schools

3. Wh type of school do you attend?

_____(1) junior high/middle school
_____(2) high school
_____(3) vocational-technical center
_____(4) junior/community college

4. What is the occupation of your parent or parents? Please write in the space below.

Father's occupation _____ _____
Mother's occupation _____

5. What type of school does your child who brought home the questionnaire attend?

_____(1) junior high/middle school
_____(2) high school
_____(3) vocational-technical center
_____(4) junior/community college

6. What is the occupation of:

Yourself _____
Your husband (or wife) is applicable _____
_____

About Your School

Each of us may have ideas about what schools should or should not be doing. Listed below are 16 tasks with which schools are generally concerned. You are asked to respond to these tasks in two ways.

First, how important do you feel each of these tasks is for your school (or in case of parent, your child's school) to be pursuing?

Second, how satisfied are you with the performance of your school (or in the case of a parent, your child's school) in each of these 16 areas?

Please indicate the importance of the 16 tasks, and your satisfaction in each of the 16 areas by placing a check ( ) in the appropriate column next to each task. In doing this, you have 5 choices for each task for both importance and satisfaction. The choices are indicated below.

IMPORTANCE FOR SCHOOL

1 = very important
2 = somewhat important
3 = neutral position
4 = somewhat unimportant
5 = very unimportant

YOUR SATISFACTION

1 = very satisfied
2 = somewhat satisfied
3 = neutral position
4 = somewhat dissatisfied
5 = very dissatisfied

First check each task for its importance in the column to the left. After you have made that choice, check each item for your satisfaction with the performance of the school on the right.

IMPORTANCE					TASK	SATISFACTION				
1	2	3	4	5		1	2	3	4	5
—	—	—	—	—	Teaching skills of living together.	—	—	—	—	—
—	—	—	—	—	Teaching the basic tools for acquiring and communicating knowledge.	—	—	—	—	—
—	—	—	—	—	Teaching students to be emotionally stable persons who are able to cope with new situations.	—	—	—	—	—
—	—	—	—	—	Teaching general awareness of occupational opportunities and how people prepare for them.	—	—	—	—	—
—	—	—	—	—	Teaching the habit of figuring things out for oneself.	—	—	—	—	—
—	—	—	—	—	Teaching an understanding of rights and duties of citizenship and acceptance of reasonable regulations.	—	—	—	—	—

IMPORTANCE					TASK	SATISFACTION				
1	2	3	4	5		1	2	3	4	5
—	—	—	—	—	Teaching a sense of right or wrong--a moral standard of behavior.	—	—	—	—	—
—	—	—	—	—	Providing specialized training for placement in a specific job.	—	—	—	—	—
—	—	—	—	—	Creating a continuing desire for knowledge--the inquiring mind.	—	—	—	—	—
—	—	—	—	—	Teaching loyalty to American and the American way of life.	—	—	—	—	—
—	—	—	—	—	Teaching the enjoyment of cultural activities--the finer things of life.	—	—	—	—	—
—	—	—	—	—	Teaching the homemaking and handyman skills related to family life.	—	—	—	—	—
—	—	—	—	—	Developing a fund of information about many things--teaching knowledge for knowledge's sake.	—	—	—	—	—
—	—	—	—	—	Teaching a knowledge of world affairs and the interrelationships of people.	—	—	—	—	—
—	—	—	—	—	Teaching the importance of a well cared for, well developed body.	—	—	—	—	—
—	—	—	—	—	Teaching the management of personal finances and wise buying habits.	—	—	—	—	—

A Few Final Questions

	1	2	3	4	5
1. How satisfied are you with the school facilities for vocational education programs in the school?	—	—	—	—	—
2. How satisfied are you with the vocational guidance program available in the school?	—	—	—	—	—
3. How satisfied are you with the quality of instruction in vocational programs in the school?	—	—	—	—	—
4. Overall, how satisfied are you with the vocational-technical program <u>available</u> to you (or to your child, if a parent) in the school?	—	—	—	—	—

Thank you for your cooperation. If you have any specific comments to make about any of the vocational programs in the school, please feel free to make them, or any additional comments you think would help us in our study. You may use the space below or on the back of the questionnaire.

<u>Remember to place the completed questionnaire in the envelope, seal it, and return it to the school office (if a parent, return it with your child)</u>.